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ABSTRACT

This course in German prescribes broad goals and performance objectives for the development of cultural awareness, student attitudes, and listening, speaking, writing, and reading skills. Students read about and discuss a castle built by Ludwig, the "Mad King of Bavaria," and become acquainted with Bonn, the capital of West Germany. The German theater is also studied. Structural items include the past tense of weak and strong verbs, adjective endings after "der" words, the dative plural of the articles, and prepositions which govern the accusative. The writing of simple compositions is based upon a controlled vocabulary. Description of teaching methods, sample evaluation material, and a list of reference materials are included. (RL)

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ED 070338

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

LERNEN WIR DEUTSCH!

Part 9

7535.01

German

FL 003 633

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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COURSE DESCRIPTION

The student will read about and discuss a beautiful castle built by Ludwig, the "Mad King of Bavaria", and become acquainted with Bonn, the capital of West Germany. Then he will visit the theater and learn something about the German theater in general. Structural items include the past tense of weak and strong verbs, adjective endings after der-words, the dative plural of the articles, and prepositions which govern the accusative. The writing of simple compositions is based upon a controlled vocabulary. The student's success in this quin will be assured if the 7534 courses or their equivalents have been controlled. German will be the language of the classroom.

7535.01

BROAD GOALS AND PERFORMANCE OBJECTIVES

All of the following minimum objectives will be met with 80% proficiency by 90% of the class, unless otherwise specified.

A. Listening Skills

The student will:

1. Understand the target language spoken at normal tempo.

   Given a simple command or request, the student will carry out the activity requested by the teacher.

2. Understand questions pertaining to his activities in and out of school.

   Given orally a series of questions about his activities, the student will give logical answers in complete German sentences.

3. Comprehend new arrangements of familiar content.

   a. Given a group of ten statements or questions, each one followed by three suggested rejoinders, the student will select the correct rejoinder by encircling a,b,or c.

   b. After listening to a few statements spoken by a single individual, the student will determine the profession or calling of the speaker by encircling the a, b, c or d before the four choices given for each one.

   c. After listening to a taped dialog spoken by native speakers and followed by five incomplete statements with three suggested completions each, the student will select the correct completion by encircling a, b, or c.

   d. After listening to a brief narrative followed by five incomplete statements with three suggested completions each, the student will select the correct completion by encircling a, b, or c.

B. Speaking Skills

The student will, with pronunciation and intonation acceptable to the teacher:

1. Imitate the basic sentences of the unit being studied, as spoken by the teacher and/or on tape.
2. Answer the questions on the basic text in the unit being studied in complete German sentences.
3. After the basic sentences and the answers to the questions have been mastered, retell the story of the basic text together with other students in the class, one after the other, until all of the facts have been recalled.
4. Summarize the basic text orally in from six to eight sentences.
5. Ask the questions and give the answers in the directed dialogs of the unit being studied according to the directions given orally by the teacher. The questions should be addressed to the teacher as well as to classmates, so that both the du and Sie forms may be practiced.
6. Make use of the conversational stimulus at the end of each directed dialog in the creation of an original dialog together with another student.
7. Answer the questions on the reading text at the end of each unit in complete German sentences.
8. Make necessary changes in form and order.
   a. Given orally sentences containing nouns with the articles omitted, the student will repeat the sentences including the article of the correct gender.

b. Given orally sentences with nouns in the singular, the student will repeat the sentences with the nouns in the plural.

c. Given sentences with the verbs in the present tense, the student will repeat the sentences using the present perfect tense.

d. Given sentences with the verbs in the present tense, the student will repeat the sentences using the past tense.

e. Given sentences with the verbs in the present perfect, the student will repeat the sentences using the past tense.

f. Given sentences with the articles and nouns in the dative singular, the student will repeat the sentences changing the articles and nouns into the dative plural.

g. Given sentences containing nouns and articles in the dative plural, the student will repeat the sentences, changing the nouns into pronouns.

h. Given sentences containing nouns prededed by der-words, the student will repeat the sentences, inserting given adjectives with the correct ending according to case, number, and gender.

i. Given sentences containing the first person singular in the present tense of the verbs verlassen, vorschlagen, and zuschlagen, the student will be able to repeat the same sentences using all persons, singular and plural.

j. Given sentences containing the prepositions durch, für, gegen, ohne or um with blanks for the modifying articles or possessive adjectives, the student will be able to repeat the completed sentences, using the correct forms of the articles or possessive adjectives.

k. Given a brief English continuous narrative based on familiar content, the student will retell the narrative in German in the first person singular and in the first person plural, using the past tense.

l. Given a model sentence beginning with the adverb als, the student will substitute other given verbs, using the correct form in the past tense and the correct word order.

m. Given a model sentence containing the separable prefix verb aussehen, the student will repeat the sentence, substituting other given adjectives.

n. Given a model sentence containing the adjective alle, the student will repeat the model sentence, substituting other verbs.

o. Given a pair of model sentences using the verbs müssen - without the preposition zu - and brauchen - with the preposition zu - the student will substitute other verbs, including separable prefix verbs, always giving two possibilities for the same meaning.

9. Answer questions about his usual activities, both in and out of school.

a. Given a series of questions asking for information about daily activities, the student will answer logically in complete German sentences, using the present, past, present perfect or the future tense, depending upon the time element involved.

10. Ask questions relating to daily activities.

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a. The student will ask his classmates and his teacher questions about their daily activities, using the familiar du with his peers and the non-familiar Sie with the teacher.

11. Prepare oral talks to last form two to three minutes. Given the assignment in advance, the student will talk from two to three minutes on the following topics: his autobiography, his own daily activities in school and at home, a recent trip, a visit to the theater or to the movies. Each talk will be followed by questions from the other students and the teacher. The student must be able to distinguish between the use of the present, past, present perfect, and future tenses for narration purposes.

C. Reading Skills

The student will:

1. With pronunciation and intonation acceptable to the teacher, evidence skill in oral reading of the basic text and the reading text in the units by reading six to eight lines at a normal tempo.

2. Demonstrate proficiency in reading comprehension of the basic text and the reading text of the units.

   a. Given a list of any ten questions based on the texts, the student will answer in complete German sentences.

   b. Given a list of ten true-false statements pertaining to the texts, the student will indicate these as being wahr or falsch.

3. Demonstrate proficiency in reading comprehension of texts based primarily on a recombination of materials previously learned with some additional new vocabulary.

a. Given a list of true-false statements pertaining to the texts, the student will indicate these as being wahr or falsch.

b. Given a list of questions based on the texts, the student will be able to answer these in complete German sentences.

c. Given a list of incomplete statements based on the texts, each one followed by three suggested completions, the student will select the correct completion by encircling a, b, or c.

4. Will read additional materials in German, according to his level of maturity and achievement and his own personal interests.

D. Writing Skills

The student will:

1. Write from dictation in German that which he has previously spoken and read, making use of correct spelling and punctuation.

2. Copy the basic sentences of the unit being studied.

3. Write from memory the basic sentences of the unit being studied, after they have been drilled chorally and memorized, seven or eight sentences at a time.

4. Write from memory the answers to the questions on the basic text. Given any ten of the questions, the student will write the answers in complete German sentences.

5. Write a brief summary of the basic text, using the answers to the questions previously learned as a guide.

6. Write original dialogs, making use of the conversational stimuli at the end of the directed dialogs, consisting of at least four or five exchanges.

7. Make necessary changes in form and order.

   a. Given sentences with the verbs in the present tense, the student will rewrite the sentences using the past tense.

   b. Given sentences in the present tense, the student will rewrite the sentences using the present perfect tense.

   c. Given sentences with the articles and nouns in the dative singular, the student will rewrite the sentences, changing the articles and nouns into the dative plural.

   d. Given sentences containing nouns preceded by der-words, the student will rewrite the sentences, inserting given adjectives with correct endings, according to case, number and gender.

   e. Given sentences containing the prepositions durch, für, gegen, ohne or um, with blanks for the modifying articles or possessive adjectives, the student will rewrite the completed sentences, using the corrct forms of the articles or possessive adjectives.

8. Write continuous narratives on the following topics: an autobiography, report of daily activities in school and at home, a recent trip, a visit to the theater or a movie, using all tenses, depending upon the time element involved.

9. Rewrite a paragraph, changing one key structural element. Given a paragraph written in the present tense, the student will rewrite the paragraph, changing all verbs to the past tense.

11

E. Cultural Awareness

The student will:

1. Display an acquaintance with the geography of Bavaria.

   The student will identify on a map of Germany the main cities, mountains, rivers and lakes in Bavaria, and locate King Ludwig's castles Neuschwanstein, Hohenschwangau, Herrenchiemsee, and Linderhof.

2. Display an acquaintance with the geography of Germany in the vacinity of Bonn.

   The student will identify on a map of Germany the Rhine river, The Siebengebirge mountains, the cities of Bad Godesberg, Cologne and Coblenz.

3. Discuss the railway system in Germany, listing the different types of trains and the different classes on a train.

4. Be familiar with the 24-hour clock used on time-tables, and be able to convert all P.M. times on the basis of the 24-hour clock.

5. Display some knowledge of the theater in Germany by listing at least three main differences between the theater in Germany and in the United States.

F. Attitude

The student will:

Demonstrate an interest in the German language and culture.

1. The student will actively participate in all classroom activities.
2. The student will, if possible, participate in the German Club and all of its activities.
3. The student will, if possible, correspond with a German pen-pal.
4. The student will do additional reading both in English and in German.
5. The student will plan to continue his study of German.

COURSE CONTENT

1. Unit 19, ALM German, Level II - First edition Harcourt, Brace and World, Inc.
2. Reading for Meaning - Harcourt, Brace and World, Inc. pp. 1-17.
   - A. Basic Sentences
   - B. Basic Text and Questions
   - C. Supplement
     1. Arrival and departure of trains
     2. Use of the 24-hour clock in time-tables
     3. Additional ways of expressing time
   - D. Exercises
     1. Indication of gender by use of definite articles
     2. Noun plurals
     3. Verb changes from the present to the present perfect
   - E. Structure Drills
     1. Past tense of weak verbs: repetition, number substitution, change from present to past, change from present to present perfect, tense substitution with different adverbs.
     2. Past tense of weak verbs with stem vowel change: repetition, number substitution, change from present to past, change from present perfect to past.
     3. Dative plural of the definite article, ein-words and nouns: repetition, item substitution, change from singular to plural, change from plural to singular, substitution of pronoun for noun.

4. Adjectives after der- and dieser- words, nominative, accusative and dative singular and plural: repetition, item substitution, sentence transformation, replacement and response.

F. Idioms and Special Structures

1. Separable prefix verb aussehen and the adjective alle: sie sehen alle so blass aus.

2. Adjective alle with various verbs: sie essen alle so viel.

G. Conversation Build-up

1. Directed dialogs

2. Additional rejoinders

3. Conversation stimuli

H. Reading Selection and Questions

I. Suggested Supplementary Structure

1. All tenses of weak verbs-review present perfect in Unit 13, teach past perfect and future perfect.

2. Complete declension of der- and ein-words with nouns, singular and plural- teach the genetive.

3. Complete adjective-ending pattern after all der-words, singular and plural-teach genetive singular and plural.

Unit 20, ALM German, Level II - Harcourt, Brace and World, Inc.

A. Basic Sentences

B. Basic Text and Questions

C. Supplement

1. Numbers above one hundred

2. Dates (year)

D. Exercises

1. Indication of gender by use of definite articles

2. Noun Plurals

3. Verbs changed from the present to the present perfect

E. Structure Drills

1. Additional masculine nouns ending in -en in the Dative and Accusative Singular: repetition, item substitution.

2. Additional strong verbs with stem-vowel change from a to ä : Repetition, person-number substitution, present perfect to present.

3. Past tense of strong verbs: repetition, present to past tense, past to present tense, present perfect to past tense.

F. Narration - transformation of brief English narratives into German in the first person singular and plural.

G. Prepositions with the accusative - durch, für, gegen, ohne, um: repetition, item substitution, response.

H. Idioms and Special Structures

Verbs müssen and brauchen with dependent infinitives, without and with the preposition zu, simple and separable prefix verbs.

I. Conversation Build-up

1. Directed Dialog

2. Suggested rejoinders

3. Conversation stimulus

J. Reading Selection and Questions

K. Suggested Supplementary Structure

1. All cases of masculine -en nouns (see Unit 17, pages 117-118)

2. All tenses of strong verbs (review present perfect in Unit 14), teach past perfect and future perfect.

PROCEDURE

This course is based on a continuation of the Audio-Lingual approach and procedures used in Quins 1-8. As the students now begin a more advanced level, there are naturally some changes.

Listening

German is the language of the classroom and students should be completely accustomed to the use of the language in connection with all classroom activities. The one occasional exception would be for brief grammatical explanations, just as the generalizations in the text are handled in English.

Speaking

An increasing effort must be made by the teacher to get the students to communicate, actually the most difficult task of all. This requires constant urging and constant encouragement, from the first day until the last. The teacher, of course, is trying to teach accuracy in the use of the language, but accuracy is not nearly as important as fluency.- Teach them to open their mouths and communicate- the accuracy will come later.

Reading

On this level instruction begins to move away from the idea that students should read only that which they have previously heard and spoken. They still continue to do this, but they must also read new materials, based in part on familiar vocabulary, but also adding more and more new vocabulary.

Writing

Just as students must learn to "turn loose" a bit and communicate freely orally, beyond the memorized patterns, so must they begin to do the

same in writing. They should learn to write brief summaries of the texts which they have studied, then write about themselves and their own interests, but on topics within the vocabulary realm of that which they have studied.

SAMPLE EVALUATIONS

Unit 19

Listening

Instrument for measuring the performance objective A2

The student will answer orally to the following questions given by the teacher or prepared on tape:

1. Um wieviel Uhr sind Sie heute in die Schule gekommen?
2. Welche Fächer lernen Sie dieses Jahr?
3. Was ist Ihr Lieblingsfach?
4. Was essen Sie zu Mittag?
5. Um wieviel Uhr werden Sie nach Hause gehen?
6. Was machen Sie nach der Schule?
7. Wann werden Sie zu Abend essen?
8. Was machen Sie nach dem Abendessen?
9. Was haben Sie letztes Wochenend gemacht?
10. Was werden Sie nächstes Wochenend machen?

Instrument for measuring the performance objective A3b

A series of statements (one or more at a time) will be read aloud. On the answer sheet the student is to encircle the letter A,B,C or D, whichever is the correct choice of occupation for the speaker. The student will hear the following:

1.	Nein, ich kann leider nicht mit ins Kino. Wenn ich meinen Aufsatz nicht schreibe, habe ich morgen Pech.	A. Lehrer B. Schüler C. Schaffner D. Arzt
2.	Kommen Sie bitte in das nächste Zimmer! Es war das Schlafzimmer von Ludwig dem Zweiten.	A. Führer B. Komponist C. Schaffner D. Kapellmeister
3.	Mit welchem Zug fahren Sie? Geben Sie mir Ihre Koffer! Ich bringe sie Ihnen.	A. Lehrer B. Gepäckträger C. Fuhrmann D. Führer
4.	Können Sie mir sagen, wo das Beethovenhaus ist? Ich bin hier fremd, und habe nur noch wenig Zeit.	A. Einwohner B. Politiker C. Tourist D. Regierungsbeamte
5.	Was darfe es sein, bitte? Ein Anzug oder eine Hose?	A. Verkäufer B. Kaufmann C. Schüler D. Fleischer

Speaking

Instrument for measuring the performance objective B8K

Narration in the past tense. Given the following facts in English the student will tell the story in the first person singular in German, using the past tense:

Eine Einkaufstour

You went shopping after school yesterday, you wanted to buy a new dress for the dance on Saturday; you went to Burdines; you found a pretty blue dress, but it was too expensive and you did not have enough money; then the saleslady showed you a white dress; it fit you and it looked good on you and it was not too expensive; you bought the dress and went home.

Reading

Instrument for measuring the performance objective C2b

After reading the Basic Text, the student will indicate orally or in writing whether the following statements are wahr or falsch:

1. Alle Schüler der sechsten Klasse waren rechtzeitig vor dem Münchner Bahnhof.
2. Sie fuhren erster Klasse von München nach Stock.
3. Man hörte "Einsteigen, bitte! Türen schliessen" über den Lautsprecher.
4. Die Klasse macht solche Tagestouren nur einmal im Jahr.
5. Die meisten Schüler versuchten ein bisschen zu schlafen.
6. Sie mussten in Rosenheim umsteigen.
7. Ein neuer Dampfer brachte die Klasse zur Insel.
8. Auf dem See kreuzten Segelboote umher.
9. König Ludwig hat das Schloss nach dem Modell von Versailles bauen lassen.
10. Der Lehrer erklärte ihnen die Geschichte des Schlosses.

Writing

Instrument for measuring the performance objective D6a

Rewrite the following sentences, changing the verbs to the past tense:

1. Du machst einen Spaziergang.
2. Er zeigt es dem Lehrer.
3. Wir wissen es nicht.
4. Kennt ihr den jungen Mann?
5. Sie rennen die Treppe hinauf.
6. Sie besichtigen das berühmte Schloss.

Instrument for measuring the performance objective D6c

Rewrite the following sentences, changing all nouns to the dative plural and making other necessary changes:

1. Er zeigt es seinem Lehrer.
2. Ich helfe meiner Freundin.
3. Wir sprechen mit dem Kind.
4. Sie sitzen im Park.
5. Es gehört dem Mädchen.
6. Wir eilen zum Zug.

SAMPLE EVALUATION

Unit 20

Listening

Instrument for measuring the performance objective A3

Given orally the following ten questions or statements, the student will encircle the A, B or C on an answer sheet, according to which is the most logical rejoinder of the three choices also given orally:

1. Maria eilte zum Theater, denn sie wollte nicht _____.

   A. zu spät heimkommen.
   B. den Zug verpassen
   C. zu spät ankommen.

2. Im Zug bekam Karl sogar einen Sitzplatz, denn _____.

   A. viele Leute fuhren zu dieser Zeit.
   B. wenige Leute waren zu dieser Zeit unterwegs.
   C. viele Menschen sassen im Zug.

3. Erich sollte um acht Uhr vorm Theater sein, denn _____.
   A. er hat seine Freunde dort getroffen.
   B. er hatte sich mit seinen Freunden verabredet.
   C. er musste gleich nach Hause gehen.

4. Man kann die Fahrkarten in einem Atomaten lösen, aber _____.

   A. man muss das richtige Fahrgeld dafür haben.
   B. man braucht nicht dafür zu bezahlen.
   C. man muss am Schalter warten.

5. Die Klasse hatte das Drama in der Deutschklasse besprochen, also _____.

   A. wussten sie es.
   B. konnten sie es.
   C. kannten sie es.

6. Die _____ spielten die Rollen der verschiedenen Personen des Dramas.

   A. Schauspieler
   B. Zuschauer
   C. Spieler

7. In der Pause verliessen die Zuschauer ihre Plätze, um _____.

   A. nach Hause zu gehen
   B. etwas herumzulaufen
   C. ihre Eintrittskarten zu kaufen

8. Am Büffet im Theaterfoyer kann man _____.

   A. etwas zu essen bekommen
   B. Schülerkarten bekommen
   C. die Schauspieler sehen

9. Die Vorstellung gefiel den Zuschauern, und sie _____.

   A. eilten nach Hause.
   B. kauften sich etwas zu essen
   C. klatschten begeistert Beifall

10. Machen wir einen Stadtbummel, denn _____.

   A. ich möchte schnell laufen.
   B. ich möchte alles in den Schaufenstern ansehen.
   C. ich möchte mich irgendwo hinsetzen.

Speaking

Instrument for measuring the performance objective B3d

Restate the following sentences, changing the verbs from the present to the present perfect:

1. Wir essen Brötchen
2. Ich stehe im Gang.
3. Du sitzt im Lehnstuhl.
4. Sie bleiben zu Hause.
5. Ihr verlasst das Theater.
6. Er ruft seinen Freund.
7. Sie wird müde.
8. Karl trägt einen blauen Sakko.
9. Sie tun sehr viel.
10. Wir schliessen die Tür.

Reading

Instrument for measuring the performance objective C3a

Read the following text carefully, then mark the statements that follow as being wahr or falsch:

Es war an einem kalten Dezemberabend. In der Innenstadt von Berlin eilten die Menschen in warmen Kleidern umher, um ihre Einkäufe zu machen und schnell wieder nach Hause zu kommen. Die Uhr auf dem Turm der Gedächtniskirche zeigte 17 Uhr.

Ein eleganter Herr drängte sich auf dem Kurfürstendamm, der Hauptstrasse von Berlin, durch die Menge. Seine Kleidung, der Tweed-Mantel und ein grauer Sportanzug zeigten englische Arbeit. Vor dem grossen Schaufenster eines Juweliers blieb er interessiert stehen und sah sich die schönen Sachen aus Gold und Silber an. Danach ging er zur Türe und in das Geschäft. Eine junge Dame begrüsste ihn höflich und fragte nach seinem Wunsch.

"Kann ich bitte den Direktor des Geschäfts sprechen?"

Der Herr sprach Deutsch, aber man hörte, dass er Engländer war.

1. Die Geschichte beginnt früh im Jahr.
2. Die Menschen hatten grosse Eile, wieder nach Hause zu kommen.

3. Es war fünf Unr.

4. Der Mann trug einen Tweed-Anzug.

5. Der Mann stand vor einem Juwelierladen.

6. Er sah sich die Diamanten im Schaufenster an.

7. Eine junge Dame fragte ihn, was er wünschte.

8. Der Herr wünschte den Direktor zu sprechen.

Writing

Instrument for measuring the performance objective D6d

Rewrite the following sentences, supplying the correct forms of the definite article in the blanks:

1. Sie war ohne _____ Freundin da.

2. Gehen wir durch _____ Foyer!

3. Ich habe etwas gegen _____ Schauspieler.

4. Fahren wir einmal um _____ Park!

5. Das ist für _____ Mutter.

6. Sie gingen um _____ Haus.

Culture

Instrument for measuring the performance objective E1

Given a map of Germany, the student will locate two cities and two mountains in Bavaria and two castles of King Ludwig.

Instrument for measuring the performance objective E3-5

Given ten statements regarding the railway system and the theater, the student will mark each with a G, A, or GA thus indicating that the statement identifies the statement as true of Germany, America or Germany and America.

Attitude

Instrument for measuring the performance objective F1-2-4-5

This is difficult to evaluate except for the pupils' active interest in the language in all its phases and in the people who speak it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying German and perhaps the best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following guide for noting activities of each student could be kept.

Name	Participates in discussion groups	Seeks projects	Is member of language club	Does research	Registers for another German class
	10/10	11/1	3/2		1/10
1. Jones, Mary	✓	E	✓		✓

Key

E - excellent

✓ - acceptable

— unacceptable

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